

Estill Elementary

P.O. Box 1027

Estill,, South Carolina 29918

Grades	PK-5 Elementary School	
Enrollment	596 Students	
Principal	Daisy B. Orr	803-625-5030
Superintendent	Dennis Thompson, Jr.	803-625-5000
Board Chair	Mrs. Myrtle Sumter	803-625-2187

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	70	15

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Average	No
2004	Average	Average	Yes
2005	Below Average	Unsatisfactory	Yes

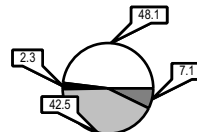
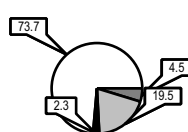
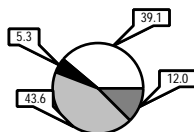
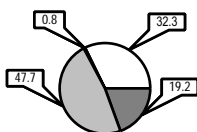
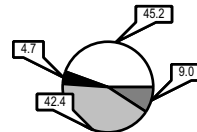
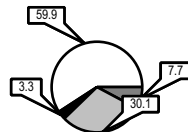
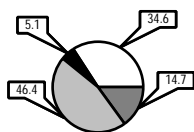
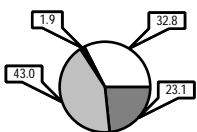
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	278	99.6	32.5	47.4	19.4	0.7	27.6	Yes	Yes
Gender									
Male	142	99.3	37.7	45.7	15.9	0.7	22.5		
Female	136	100.0	26.9	49.2	23.1	0.8	33.1		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	261	99.6	34.3	47.0	17.9	0.8	26.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	7.1	42.9	50.0	0.0	57.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	241	99.6	30.2	50.0	19.0	0.9	30.6		
Disabled	37	100.0	47.2	30.6	22.2	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	278	99.6	32.5	47.4	19.4	0.7	27.6		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	273	99.6	32.7	47.5	19.0	0.8	27.0		
Socio-Economic Status									
Subsidized meals	255	99.6	33.1	49.0	18.0	0.0	25.7	Yes	Yes
Full-pay meals	23	100.0	26.1	30.4	34.8	8.7	47.8		

Mathematics – State Performance Objective = 36.7%									
All Students	278	99.6	39.6	43.3	11.9	5.2	29.9	Yes	Yes
Gender									
Male	142	99.3	39.1	44.9	11.6	4.3	26.1		
Female	136	100.0	40.0	41.5	12.3	6.2	33.8		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	261	99.6	41.4	42.6	11.6	4.4	27.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	7.1	50.0	21.4	21.4	71.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	241	99.6	35.8	45.7	12.5	6.0	32.3		
Disabled	37	100.0	63.9	27.8	8.3	0.0	13.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	278	99.6	39.6	43.3	11.9	5.2	29.9		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	273	99.6	39.9	43.7	11.8	4.6	28.9		
Socio-Economic Status									
Subsidized meals	255	99.6	41.2	43.7	11.4	3.7	27.3	Yes	Yes
Full-pay meals	23	100.0	21.7	39.1	17.4	21.7	56.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	278	99.6	73.5	19.8	4.5	2.2	6.7
Gender							
Male	142	99.3	70.3	24.6	3.6	1.4	5.1
Female	136	100.0	76.9	14.6	5.4	3.1	8.5
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	261	99.6	75.7	19.1	3.6	1.6	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	35.7	28.6	21.4	14.3	35.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	241	99.6	70.7	21.6	5.2	2.6	7.8
Disabled	37	100.0	91.7	8.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	278	99.6	73.5	19.8	4.5	2.2	6.7
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	273	99.6	74.1	20.2	3.8	1.9	5.7
Socio-Economic Status							
Subsidized meals	255	99.6	75.1	20.0	3.3	1.6	4.9
Full-pay meals	23	100.0	56.5	17.4	17.4	8.7	26.1

Social Studies							
All Students	278	99.6	48.1	42.5	7.1	2.2	9.3
Gender							
Male	142	99.3	50.0	42.0	5.8	2.2	8.0
Female	136	100.0	46.2	43.1	8.5	2.3	10.8
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	261	99.6	49.8	42.6	5.6	2.0	7.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	21.4	35.7	35.7	7.1	42.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	241	99.6	43.5	45.7	8.2	2.6	10.8
Disabled	37	100.0	77.8	22.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	278	99.6	48.1	42.5	7.1	2.2	9.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	273	99.6	48.7	43.0	6.5	1.9	8.4
Socio-Economic Status							
Subsidized meals	255	99.6	49.4	43.3	6.1	1.2	7.3
Full-pay meals	23	100.0	34.8	34.8	17.4	13.0	30.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	95	99.0	26.6	44.7	27.7	1.1	28.7
	4	100	100.0	39.0	38.0	22.0	1.0	23.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	84	100.0	23.1	48.7	28.2	0.0	28.2
	4	96	100.0	31.1	47.8	21.1	0.0	21.1
	5	98	99.0	40.6	47.9	9.4	2.1	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	95	100.0	23.2	63.2	10.5	3.2	13.7
	4	100	100.0	37.0	50.0	9.0	4.0	13.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	84	100.0	28.2	56.4	14.1	1.3	15.4
	4	96	100.0	35.6	40.0	18.9	5.6	24.4
	5	98	99.0	50.0	37.5	4.2	8.3	12.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	84	100.0	76.9	20.5	2.6	0.0	2.6
	4	96	100.0	70.0	22.2	7.8	0.0	7.8
	5	98	99.0	74.0	16.7	3.1	6.3	9.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	84	100.0	53.8	41.0	5.1	0.0	5.1
	4	96	100.0	35.6	56.7	7.8	0.0	7.8
	5	98	99.0	54.2	31.3	8.3	6.3	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 596)				
First graders who attended full-day kindergarten	79.0%	Down from 84.7%	100.0%	100.0%
Retention rate	10.0%	Up from 5.6%	3.9%	3.0%
Attendance rate	96.0%	Down from 96.1%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.0%	Up from 8.3%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%	Up from 6.2%	5.4%	3.2%
Eligible for gifted and talented	2.4%	No change	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Up from 8.0%	8.0%	8.2%
Older than usual for grade	5.0%	Up from 3.9%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	38.1%	Up from 25.6%	50.6%	52.6%
Continuing contract teachers	71.4%	Down from 79.5%	75.5%	83.3%
Highly qualified teachers	92.3%	Up from 80.6%	92.3%	93.5%
Teachers with emergency or provisional certificates	9.7%	Down from 22.6%	2.6%	0.0%
Teachers returning from previous year	82.7%	Down from 85.9%	83.4%	87.0%
Teacher attendance rate	94.3%	Down from 95.5%	94.9%	95.0%
Average teacher salary	\$38,351	Up 9.0%	\$40,479	\$41,703
Prof. development days/teacher	9.9 days	Down from 11.5 days	13.5 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 17.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	86.7%	Down from 88.4%	88.8%	89.8%
Dollars spent per pupil*	\$8,097	Up 26.1%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 60.0%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	80.0%	Down from 93.2%	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Estill Elementary School is to create an environment that gives all children the opportunity to achieve their fullest potential in order to become productive and responsible citizens. We have established high expectations from our faculty, staff, parents and students. The partnership we have formed is proving to be very successful. Our school met AYP 100% in all areas, and we were recognized by the State Department of Education for Academic Improvement.

Our students are excited about learning and meeting the expectations set by the school. The faculty, staff, parents and students are enthusiastic about our accomplishments. We are continuing to upgrade our staff and explore innovative instructional strategies. The team work, planning, and collegiality have developed a learning community that is proving to be successful..

The partnership formed between the parents, the school and the community supports character development to assist children in learning to make appropriate choices and become responsible citizens. We work together to establish goals. This approach supports the efforts of faculty, staff, parents and students as Estill Elementary strives for school excellence.

Daisy B. Orr
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	84	54
Percent satisfied with learning environment	85.3%	84.3%	75.9%
Percent satisfied with social and physical environment	88.6%	83.3%	77.4%
Percent satisfied with school-home relations	70.6%	92.7%	67.9%

*Only students at the highest elementary school grade level at this school and their parents were included.